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ABSTRACT

This report provides results from a 1982 University of Virginia Committee on Orientation survey designed to assess faculty perceptions of their students' knowledge and use of the university's libraries. Of a total of 1,588 questionnaires mailed to teaching faculty and graduate teaching assistants, 554 (34%) were returned. In analyzing the results, approximately 400 comparisons were made. The 60 relationships found to be significant are discussed in the analysis. Among the topics covered are: level of satisfaction with the undergraduate and graduate level of sophistication in the use of the library; a ranking of 10 ways of improving library skills; and kinds of materials undergraduate and graduate students use. Differences among academic departments, by teaching status, and in suggested methods for developing library skills are also examined. The survey instrument, comments from raw returns, and a selective bibliography of similar surveys and related materials (as identified through a 1984 literature search) are provided. (THC)

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FACULTY PERCEPTIONS OF STUDENTS' KNOWLEDGE AND USE OF LIBRARIES

by

Linda L. Lester

IR050831

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Introduction

This survey assessing faculty perceptions of their students' knowledge and use of libraries was conducted by the University of Virginia Committee on Orientation in March 1982. The Committee mailed a total of 1588 questionnaires to teaching faculty and graduate teaching assistants in the academic departments served by Alderman Library and its branches. Steven Nock, Associate Professor of Sociology, assisted the Committee with the drafting of the survey instrument. The departments surveyed are identified on the final page of the questionnaire.

34% of the questionnaires were returned. Committee members tabulated the results and Kendon Stubbs, Associate University Librarian, completed the statistical analysis using SPSS. In analyzing the results, he tested approximately four hundred comparisons by various standardized tests. The sixty relationships found to be significant are discussed in the analysis.

Also appended to the University of Virginia study is a selective bibliography of similar surveys and related material identified during the initial phase of the Committee's effort and through a 1984 literature search.

Linda Lester
Director of Reference Services

Committee on Library Orientation
Linda Lester, Chair
Deborah Carver
Peter Farrell
Mary McMartin
Ann Southwell

I-R050831

UNIVERSITY OF VIRGINIA LIBRARY

OFFICE OF THE LIBRARIAN
ALDERMAN LIBRARY

March 1, 1982

Dear faculty member:

The University Library hopes to develop a more extensive instruction program to enable your students to make better use of library resources. Your experience and opinions concerning student use of the library would be of great value to us. Since the new Clemons Library is intended to play an important role in this effort, we are distributing the attached questionnaire in conjunction with its opening.

I would be most grateful if you would complete the questionnaire anonymously and return it to me by March 15, 1982. The results will be made available.

Sincerely yours,

Ray W. Frantz, Jr.

Ray W. Frantz, Jr.
University Librarian

RWF/mc

Enclosure

CHARLOTTESVILLE, VIRGINIA 22901 TELEPHONE (804) 924-3026/924-7849

UNIVERSITY OF VIRGINIA LIBRARY

OFFICE OF THE LIBRARIAN
ALDERMAN LIBRARY

March 17, 1982

Dear library representative:

On March 1, 1982, questionnaires concerning student use of libraries were sent to faculty and teaching assistants in your department. The responses will assist us in developing a more extensive instruction program to enable students to make better use of library resources. Please encourage your department to complete the questionnaires for us.

Sincerely yours,

Ray W. Frantz, Jr.

Ray W. Frantz, Jr.
University Librarian

CHARLOTTESVILLE, VIRGINIA 22901 TELEPHONE (804) 924-3026/924-7849

LIBRARY INSTRUCTION QUESTIONNAIRE

The following nineteen questions are arranged in three parts. Part I concerns undergraduate students, Part II concerns graduate students, and Part III concerns your recommendations for library instruction and services for students.

If you teach only undergraduate students, please answer questions 1-7 and 15-19. If you teach only graduate students, please answer questions 8-14 and 15-19. If you teach both undergraduate and graduate students, please answer all questions. Space for additional comments is provided on the last page.

PART I

Answer questions 1-7 if you teach undergraduate students. If you teach only graduate students, skip to question 8. Please circle all answers.

1. Undergraduate students differ in their ability to use library resources. Thinking of the average undergraduate student in one of your classes, how satisfied are you with his/her level of sophistication in the use of the library? Circle one. COL

Very satisfied.	(1)	9 (1.8%)	
Satisfied.	(2)	184 (36.4%)	
Unsatisfied.	(3)	165 (32.6%)	1
Very unsatisfied.	(4)	22 (4.3%)	
Don't know.	(5)	126 (24.9%)	

2. Do you give assignments in any of your undergraduate-level courses that require your students to use the library?

(1) Yes	(Skip to Question 4)	361 (70.6%)
(2) No	(Answer Question 3 and Questions 15-19)	150 (29.4%) 2

3. If your answer to question 2 is NO, please indicate reasons. For each of the following, circle "yes" if it applies in your case, "no" if it does not.

a.	Course content is covered adequately by texts, lectures, labs.	(1) yes (2) no 149(94.3%) 9(5.7%)	3
b.	Library resources are inadequate to support course content.	(1) yes (2) no 11(9.5%) 105(90.5%)	4
c.	Students do not have the background to do library work.	(1) yes (2) no 13(11.8%) 97(88.2%)	5
d.	Time limitations.	(1) yes (2) no 42(34.4%) 80(65.6%)	6
e.	Other.	(1) yes (2) no 21(22.3%) 73(77.7%) Please specify	7

_____

_____

_____

4. If your answer to question 2 is YES, what types of assignments do you make that require use of library materials by your undergraduates? Circle "yes" for those that apply, "no" for those that do not. COL

a.	Exercises intended to teach students how to use the library.	(1) yes (2) no 92(27.7%) 240(72.3%)	8
b.	Required readings not covered in texts.	(1) yes (2) no 272(78.2%) 76(21.8%)	9
c.	Required papers.	(1) yes (2) no 301(87.0%) 45(13.0%)	10
d.	Other assignments.	(1) yes (2) no 122(41.5%) 172(58.5%) Please specify	11

_____

_____

_____

5. Which of the following does your average undergraduate student use in preparing assignments? Circle "yes" for those used, "no" for those not used.

a. Reserve materials.	(1) yes (2) no 287(72.8%) 108(27.2%)	12
b. Reference materials, including indexes, bibliographies, abstracting journals.	(1) yes (2) no 279(73.6%) 100(26.4%)	13
c. The library catalog for author, title, and subject searches.	(1) yes (2) no 312(80.4%) 76(19.6%)	14
d. Manuscripts, Archives, Rare Books.	(1) yes (2) no 23(6.5%) 332(93.5%)	15
e. Government publications.	(1) yes (2) no 109(29.9%) 255(70.1%)	16
f. Technical reports.	(1) yes (2) no 71(19.9%) 286(80.1%)	17
g. Journals.	(1) yes (2) no 312(80.6%) 75(19.4%)	18
h. Newspapers.	(1) yes (2) no 125(33.9%) 244(66.1%)	19
i. Computerized literature searching.	(1) yes (2) no 30(8.5%) 322(91.5%)	20

6. Do you discuss specific library materials, techniques, or services with your undergraduates to prepare them for the library assignment?

(1) yes (2) no 21
183(45.4%) 220(54.6%)

7. How valuable would it be for a librarian to make a class presentation which would introduce appropriate materials to your undergraduate students before they begin work on an assignment requiring library research? Circle one.

Extremely valuable.	(1)	110 (27.2%)
Of some value.	(2)	124 (30.6%)
Of negligible value.	(3)	[illegible] 22
Of no value.	(4)	36 (8.9%)
Of value, but no class time is available.	(5)	61 (15.1%)

PART II

Answer questions 8-14 only if you teach graduate students. If you teach only undergraduates, skip to question 15. Please circle all answers.

8. Graduate students differ in their ability to use library resources. Thinking of the average graduate student in one of your classes, how satisfied are you with his/her level of sophistication in the use of the library? Circle one. COL

Very satisfied.	(1)	33 (11.5%)	
Satisfied.	(2)	173 (61.5%)	
Unsatisfied.	(3)	57 (11.9%)	23
Very unsatisfied.	(4)	8 (2.8%)	
Don't know.	(5)	15 (5.2%)	

9. Do you give assignments in any of your graduate-level courses that require your students to use the library?

(1) Yes (Skip to Question 11)		268 (94.4%)	
(2) No (Answer Question 10 and Questions 15-19)		16 (5.6%)	24

10. If your answer to question 9 is NO, please indicate reasons. For each of the following, circle "yes" if it applies in your case, "no" if it does not.

a. Course content is covered adequately by texts, lectures, labs.	(1) yes	(2) no	25
	18 (85.7%)	3 (14.3%)	
b. Library resources are inadequate to support course content.	(1) yes	(2) no	26
	2 (12.5%)	14 (87.5%)	
c. Students do not have the background to do library work.	(1) yes	(2) no	27
	2 (12.5%)	14 (87.5%)	
d. Time limitations.	(1) yes	(2) no	28
	8 (50.0%)	8 (50.0%)	
e. Other.	(1) yes	(2) no	29
	6 (50.0%)	6 (50.0%)	

Please specify

_____

_____

11 If your answer to question 9 is YES, what types of assignments do you make that require use of library materials by your graduate students? Circle "yes" for those that apply, "no" for those that do not.

a.	Exercises intended to teach students how to use the library.	(1) yes (2) no 53(19.3%) 163(76.1%)	30
b.	Required readings not covered in texts.	(1) yes (2) no 253(95.5%) 12(4.5%)	31
c.	Required papers.	(1) yes (2) no 250(94.0%) 16(6.0%)	32

#11 (Continued)

			COL
d.	Thesis and dissertation research.	(1) yes (2) no 245(93.2%) 18(6.8%)	33
e.	Other.	(1) yes (2) no 61(33.3%) 122(66.7%)	34

Please specify

_____

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_____

12. Which of the following does your average graduate student use in preparing assignments? Circle "yes" for those they use, "no" for those they do not.

a.	Reserve materials.	(1) yes (2) no 221 (82.8%) 46(17.2%)	35
b.	Reference materials, including indexes, bibliographies, abstracting journals.	(1) yes (2) no 259(95.9%) 11(4.1%)	36
c.	The library catalog for author, title, and subject searches.	(1) yes (2) no 258(95.9%) 11(4.1%)	37
d.	Manuscripts, Archives, Rare Books.	(1) yes (2) no 67(28.0%) 172(72.0%)	38
e.	Government publications.	(1) yes (2) no 132(54.1%) 112(45.9%)	39
f.	Technical reports.	(1) yes (2) no 118(50.2%) 117(49.8%)	40
g.	Journals.	(1) yes (2) no 265(97.4%) 7(2.6%)	41
h.	Newspapers.	(1) yes (2) no 85(36.0%) 151(64.0%)	42
i.	Computerized literature searching.	(1) yes (2) no 99(42.9%) 132(57.1%)	43

13. Do you discuss specific library materials, techniques, or services with your graduate students to prepare them for the library assignment?

(1) yes (2) no 44
126(46.7%) 144(53.3%)

14. How valuable would it be for a librarian to make a class presentation which would introduce appropriate materials to your graduate students before they begin work on an assignment requiring library research? Circle one.

Extremely valuable.	(1)	60	(22.1%)
Of some value.	(2)	81	(21.3%)
Of negligible value.	(3)	67	(24.6%) 45
Of no value.	(4)	28	(10.3%)
Of value, but no class time is available.	(5)	36	(13.2%)

All respondents please answer questions 15-19.

15. How do you think library skills are best developed? (Please rank the top three in order of preference, i.e. 1 = most important, 2 - second most important, 3 - third most important.) COL

		1	2	3	
Student working alone.	( )	68 (13.5%)	75 (15.3%)	111 (22.7%)	
Orientation tours.	( )	39 (7.8%)	62 (12.7%)	72 (14.8%)	
Individual student consultation with librarian or faculty member.	( )	192 (38.2%)	126 (25.8%)	65 (13.3%)	
Printed guides to library collections and services.	( )	38 (7.6%)	85 (17.3%)	80 (16.4%)	46 47
Classroom instruction by librarian prior to assignment.	( )	26 (5.2%)	38 (7.8%)	33 (6.8%)	48
Classroom instruction by faculty prior to assignment.	( )	43 (8.6%)	34 (6.9%)	47 (9.6%)	
Bibliography course taught by faculty members in your department.	( )	24 (4.8%)	9 (1.8%)	12 (2.5%)	
Cooperative instruction between faculty and librarians.	( )	44 (8.8%)	50 (10.2%)	31 (6.3%)	
Credit course taught by a librarian.	( )	19 (3.8%)	7 (1.4%)	9 (1.8%)	
Other.	( )	9 (1.8%)	4 (.8%)	5 (1.1%)	

Please specify

_____

_____

_____

16. If the library offered special sessions to enhance your awareness of new resources and services, would you attend?

(1) yes (2) no 49

340(66.3%) 173(33.7%)

17. Please circle your current teaching status.

Full-time teaching faculty.	(1)	319 (58.9%)
Part-time teaching faculty.	(2)	30 (5.5%) 50
Graduate teaching assistant.	(3)	179 (33.0%)
Other, please specify: 12	(4)	14 (2.6%)

18. Please circle your primary department or school. COL

6	(01)	Anthropology	10	(18)	Germanic Languages and Literatures
9	(02)	Applied Mathematics and Computer Science	30	(19)	Government and Foreign Affairs
17	(03)	Architecture	28	(20)	History
14	(04)	Art	12	(21)	Mathematics
3	(05)	Asian Studies	8	(22)	Music
8	(06)	Astronomy	3	(23)	Philosophy
9	(07)	Biology	1	(24)	Physical Education
15	(08)	Chemistry	19	(25)	Physics 51
5	(09)	Classics	23	(26)	Psychology
1	(10)	Commerce	16	(27)	Religious Studies
3	(11)	Drama	7	(28)	Slavic Languages and Literatures
22	(12)	Economics	12	(29)	Sociology
42	(13)	Education	19	(30)	Spanish, Italian, Portuguese Languages and Literatures
55	(14)	Engineering	9	(31)	Speech Communication
41	(15)	English	8	(32)	Other: _____
22	(16)	Environmental Sciences			
15	(17)	French Language and Literature and General Linguistics			

19. Do you have any further comments or suggestions concerning library instruction and services for your students?

(1) yes (2) no 52

162 (21.2%) 392 (70.2%)

Comments:

—. Humanities 208 (39.9%)
Social Sciences 128 (24.6%)
Sciences 177 (34.0%)
Other 8 (1.5%)

MARCH 1982

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

August 19, 1982

Analysis of the Results of the Library Instruction Questionnaire

I. Returns

The Library Instruction Questionnaire was sent out to faculty and teaching assistants on March 1, 1982. 554 questionnaires were returned, for a response rate of 34%. The sample of 554 returns permits a high degree of probability that the answers represent the opinions of faculty and teaching assistants, taken as a whole. The returns also probably reflect the opinions of the large areas of humanities, social sciences, or sciences. What the answers do not necessarily represent are the opinions of any one academic department. The returns by departments ranged from 8% to 67% of the faculty and assistants. At the low end were Physical Education (8%), Biology (16%), Applied Math (19%), Commerce (23%), and Math (24%). At the high end were Economics (67%), Classics (63%), Environmental Sciences (53%), and Art, Government, and Music (47%).

In considering the following analysis, one should keep in mind that the results are almost certainly representative of the faculty as a whole, but not as probably of small specific groups of the faculty, such as members of a given department.

II. The Raw Data

The raw returns are shown in appendix A. From these data we can make the following observations:

1. About 60% of the respondents are full-time faculty, and about one-third teaching assistants. 40% of the respondents are in the humanities, one-third in the sciences, and one-quarter in the social sciences.

2. Over two-thirds of the respondents give undergraduate assignments that require use of the library. About one-third are satisfied with the undergraduate level of sophistication in use of the library, one-third unsatisfied, and a relatively high 25% are not sure about the level of sophistication. The chief kinds of assignments that require undergraduate library use are required papers (87%) and required readings (78%). According to the faculty and teaching assistants, the most-used library resources are journals (81%), the card catalog (80%), reference materials (74%), and reserve materials (73%). The least used are manuscripts, archives, and rare books (7%), computerized literature searching (9%), and technical reports (20%).

3. In regard to graduate students 94% of the respondents give assignments requiring use of the library. Over two-thirds are satisfied or very satisfied with the graduate level of sophistication in use of the library; and only 5% claim to be uncertain about the level of sophistication -- a clear difference from the responses on undergraduates. Required readings (96%), required papers (94%), and thesis and dissertation research (93%) are the chief kinds of assignments requiring

graduate library use. The library resources most used by graduate students, according to faculty, are journals (97%), reference materials (96%), the card catalog (96%), and reserve materials (83%). The least used are manuscripts, archives, and rare books (28%), newspapers (36%), and literature searching (43%).

4. What should be done to improve library skills? Over half of the respondents, for both undergraudates and graduates, indicate that a classroom presentation by a librarian would be of at least some value. On the other hand, question 15 offers ten ways of fostering library skills; and classroom instruction by a librarian is ranked in the lower half of suggested methods.

Question 15 allowed respondents to rank the methods by scores of 1 (highest) to 3. There are various ways of weighting these scores to derive an overall score for each method. A simple way is to assign 3 points for each 1, 2 points for a 2, and 1 point for a 3. If we do this and add up the points for each method, the overall scores are:

Individual student consultation with librarian or faculty member	893
Student working alone	465
Printed guides	364
Orientation tours	323
Cooperative instruction between faculty and librarians	263
Classroom instruction by faculty prior to assignment	244
Classroom instruction by librarian prior to assignment	187
Bibliography course taught by faculty members in your department	102
Credit course taught by a librarian	80
Other	40

Finally, two-thirds of the faculty say that they would attend special sessions to learn about new resources and services.

III. Relationships in the Data

The raw data for the entire sample of 554 are, of course, of considerable interest. In statistical analysis it is often useful, however, to look for relationships within data. For instance (to choose a somewhat trivial example), are faculty who are satisfied with undergraduate library skills more likely to give library assignments then those who are unsatisfied? This example compares the results of question 1 with those of question 2. At a first level of analysis some 3,600 comparisons of this kind can be tested on the results of this ques-

tionnaire. More involved comparisons are possible: e.g., do full-time history faculty who are satisfied with undergraduate skills tend to give library assignments more than English teaching assistants who are unsatisfied (a comparison involving questions 1, 2, 17, and 18). From a pragmatic standpoint the comparisons of most interest are those which may reveal differences among readily identifiable groups of faculty. If we find differences among faculty who are satisfied or dissatisfied with library skills, we are still at a loss, in developing library instruction programs, to tailor one presentation for satisfied faculty and another for the unsatisfied. On the other hand, if it turns out that humanities faculty express different opinions from science faculty, then we do have some useful information for devising differing programs.

For these reasons I carried out about 400 of the comparisons that seemed most likely to yield practical results. All of these comparisons were tested for statistical significance. About 60 of the relationships in the data were found to be significant, and the following pages discuss some of these associations. Because the concept of statistical significance may seem mysterious, appendix B discusses this.

A. Differences among Departments

Even where statistical analysis reveals significant differences among the departments of question 18, it is hard to see patterns merely because we are dealing with 32 categories of data. These 32 departments can be reduced to a more manageable 4 groups -- humanities (including history), social sciences, sciences (including psychology), and other. Here the patterns are clearer. A rationale for this reduction of categories is that we find from the analysis, in almost every case, that what is true of the groups is also true of the departments.

As a first comparison, we can test whether the four groups differ in respect to proportions of full-time faculty, assistants, and so on (question 17). The answer is no: in each of humanities, social sciences, and sciences full-time faculty comprised about 60% of the respondents and assistants about 33%. Similarly, there is no significant relationship between the four groups (or the 32 departments) and the data of questions 3 and 10. Whatever group they are in, the respondents who do not give library assignments feel that course content is covered adequately by texts, lectures, and labs.

We come now, however, to some significant differences among the groups and among departments.

1. In regard to undergraduates' level of sophistication, approximately equal percentages in each group are very satisfied (2%), satisfied (36%), or very unsatisfied (4%). For the category "unsatisfied," however, the proportions are: humanities -- 42%; social sciences -- 32%; sciences -- 22%. For "Don't know" we have: humanities -- 20%; social sciences -- 19%; sciences -- 34%. In other words, science faculty know less about undergraduate library sophistication and are less dissatisfied with it than the humanities.

On the other hand, in respect to graduates' sophistication, the differences among humanities, social sciences, and sciences are not significant. 12% are very satisfied, and 61% satisfied.

Taking these tests at face value, one might conclude that the focus of any faculty dissatisfaction with library sophistication is on undergraduates, and emanates more from the humanities than the sciences.

2. In respect to the kinds of materials undergraduates use, the faculty agree in assigning a high place (74% of responses) to reference works, a very low place (7%) to rare books and manuscripts, and again a high rank (81%) to journals. The groups differ significantly as follows: The social sciences and sciences rank reserve more highly than the humanities. Humanities and social sciences give the card catalog a higher rank. Very significantly the social sciences give documents a rank of 51%, as compared with 17% for humanities and 26% for sciences. As one would expect, sciences value technical reports more than the other faculty do. Newspapers appeal most to the social sciences and hardly at all to the sciences. And literature searching has 2% of the humanities vote, 9% of social sciences, and 13% of sciences.

Taking these categories together, we find that the top choices for humanities are, in descending order, the catalog, reference works, and journals; for social sciences, the catalog and journals (tied), and reserve; for sciences, reserve, journals, and (much lower) reference.

In respect to materials for graduate students the groups agree in giving high ratings to reserve (83%), reference (96%), and journals (97%). They disagree on the card catalog, with humanities and social sciences giving a ranking of 99% and sciences 83%. For rare books and manuscripts humanities display 44%, social sciences 20%, and sciences 9%. Documents is ranked high by the social sciences, low by humanities; technical reports high by sciences, low by humanities. Newpapers are valued equally by humanities and social sciences, very little by sciences. Literature searching gets its highest vote (43%) from the social sciences, with 41% from sciences, and 19% from humanities. Thus, for humanites the top choices are the catalog, reference, and journals; for social sciences, the catalog, journals, and reference; for sciences, journals, reference, and the catalog.

3. There are significant differences among the groups in regard to questions 7 and 14 (how valuable a class presentation would be). I pass over the details except to note that the humanities and social sciences tend to think a presentation would be of at least some value, whereas the sciences tend to consider it of negligible value.

4. Question 15 is of particular interest because the rankings of methods for developing library skills differ very little among the humanities, social sciences, and sciences. There are in fact only two statistically significant differences: (a) Sciences rank printed guides more highly than social sciences, and social sciences then humanities. (b) Humanities display some regard (though not much) for bibliography courses taught by faculty members; social sciences and sciences give this method approximately a zero. Thus, there is a fairly unanimous view among the faculty in all departments that the preferred method of inculcating library skills is individual student consultation with a librarian or faculty member, followed by student working alone, printed guides, and orientation tours.

Because various members of the English Department wrote comments on the questionnaires critical of orientation tours, it was of interest to examine the

English responses to question 15. Deriving overall scores as in section II above, we have the following ranking by the English Department: (a) individual student with librarian or faculty; (b) student alone; (c) orientation tours and classroom instruction by faculty (tie); (d) cooperative instruction by faculty and librarians; (e) bibliography course by faculty member; (f) classroom instruction by librarian; (g) printed guides; (h) credit course by librarian. The English Department differs from the faculty as a whole chiefly in the low place it gives printed guides and the higher place it gives classroom instruction by faculty. English does not differ significantly from the rest of the faculty in the rank that it assigns to orientation tours.

5. Finally, there are differences in regard to question 16 (special sessions to enhance faculty awareness). Three-fourths of humanities faculty claim that they would attend, a little over two-thirds of social sciences, and about half of sciences.

B. Differences by Teaching Status

In respect to their answers to most questions, it makes little difference whether a respondent was full-time faculty, part-time, a teaching assistant, or other. In most cases teaching status did not have any significant influence on responses. Full-time and part-time faculty and teaching assistants answered in about the same ways questions 1, 3, 6, 7, 8, 10, 12, 14, and 16. Thus, for example, approximately equal percentages of full-time and part-time faculty and assistants would attend sessions to enhance their awareness of library services. Significant differences appear only in the answers to questions 5 and 15, as follows:

1. In regard to resources used by undergraduates, there is agreement on all of the categories except reserve, documents, technical reports, and journals. 82% of full-time and part-time faculty consider reserve important, but only 50% of teaching assistants. About one-third of full-time faculty favor documents, two-fifths of part-time, but only one-fifth of assistants. Similarly twice as large a percentage of full-time faculty favors technical reports as of teaching assistants. Finally, more full-time faculty vote for journals than do assistants.

Overall, the favorites of full-time faculty are reserve, journals, the catalog and reference. For assistants the favored resources are the catalog, journals, reference, and reserve.

2. The answers to question 15 do not differ significantly according to teaching status except that (a) assistants give a higher vote than full-time faculty to cooperative instruction between faculty and librarians; and (b) part-time faculty favor credit courses taught by librarians more than full-time faculty or assistants.

C. Differences by Degree of Satisfaction with Student Library Skills

Although these tests may not be of much use in suggesting modifications of library instruction programs, still they are of some interest.

In respect to degrees of satisfaction with undergraduate skills (question 1), are there differences in resources thought to be used by undergraduates (question

5)? The answer is yes, in part. Respondents who are very unsatisfied with library skills tend to give higher scores than those who are satisfied to reference, the card catalog, journals, and newspapers, whereas respondents who "don't know" give these resources lower scores. As a matter of interest here are the top three rankings by each degree of satisfaction: very satisfied -- journals, references, reserve and catalog (tie); satisfied -- catalog, journals, reserve; unsatisfied -- reserve, reference, and journals (three-way tie); don't know -- reserve, journals, reference and catalog (tie).

In respect to degrees of satisfaction with graduate skills (question 8), there are no significant differences in responses to question 12.

Are satisfied respondents more likely than dissatisfied to think that a class presentation by a librarian would be valuable (questions 7 and 14)? In the case of both undergraduates and graduates, the more dissatisfied faculty are, the more likely they are to think that a class presentation would be valuable. For example, 63% of very unsatisfied faculty who teach graduate students believe that a presentation would be extremely valuable, but only 3% of very satisfied faculty agree.

In regard to teaching library skills (question 15), there is no significant difference between the satisified and unsatisfied. All agree that the prime method should be individual consultation with a librarian or faculty member, and the next method in order of preference is students working alone.

Finally, there is clearly a significant difference between those who teach undergraduates and those who teach graduates. A little over one-third of the former group are satisfied or very satisfied, but almost two-thirds of the latter group. In other words, these results show significantly more faculty dissatisfaction with undergraduate library skills than with graduate skills.

D. Differences in Suggested Methods for Developing Library Skills

We have seen earlier that whatever departments respondents are in, whatever their teaching status, whatever their degree of satisfaction with library skills, they tend to think that those skills are best developed, first, by individual consultation with librarian or faculty; second, by students working alone; third, by printed guides; fourth, by orientation tours.

There are some significant associations, however, between suggested methods for inculcating library skills and other responses to the questionnaire. I discuss here questions 5, 7, 12, and 14.

1. Relations between questions 5 or 12 (resources used by students) and question 15 (method for library skills): In respect to undergraduates there are three significant differences. (a) Faculty who think that undergraduates use government documents are less in favor of students working alone than faculty who think that documents are not used. (b) Similarly, those who believe that journals are used are less in favor of orientation tours than those who think that journals are not used. (c) Those who believe in reserve material favor cooperative instruction between faculty and librarians less than those who think reserve is not used by undergraduates. In respect to graduate students there are five significant differences. In abbreviated form: (a) Use reference materials -- favor orientation tours less. (b) Use rare books and manuscripts -- favor printed guides less. (c)

Use journals -- favor classroom instruction by a librarian less. (d) Use rare books and manuscripts -- favor bibliography course taught by faculty member more. (e) Use documents -- favor bibliography course less.

2. Relations between 7 or 14 (ranking of a classroom presentation by a librarian) and 15: There are six significant associations here which can be summarized as follows: (a) For both undergraduates and graduates faculty who strongly favor students working alone also think that a class presentation would be of little value. (b) In the case of graduates those in favor of printed guides are less sure of the value of class presentations; but faculty who favor cooperative instruction between faculty and librarians also favor the presentations. (c) Finally, it is reassuring to see that those who favor class presentations (questions 7 and 14) also favor classroom instruction by librarians.

02-1-00024
MY STUDENTS AND I SUFFER MOST FROM THE LACK OF A CENTRALIZED LIBRARY IN MY FIELD. I DO RESEARCH IN PROBABILITY AND STATISTICS. APPROPRIATE JOURNAL AND TEXTS ARE STORED IN THE MATH LIBARY, SCI TECH, ENGINEERING LIBRARY, THE MEDICAL SCHOOL LIBRARY, THE PSYCHOLOGY/BIOLOGY LIBRARY ETC. THIS MAKES IT PARTICULARY DIFFICULT TO TRACK DOWN RECENT BOOK ACQUISITIONS.

02-1-00393
TEACH THEM HOW TO DO COMPUTER SEARCHES.

02-3-00457
SINCE WE HAVE ACCESS TO ENGINEERING LIBRARY & SCI TECH LIBRARY IN CLARK HALL AND ALSO TO THE MATH LIBRARY, THERE IS LITTLE REASON FOR ANYBODY FROM MY DEPT. TO MAKE USE OF ALDERMAN LIBRARY, UNLESS IT WOULD BE TO FIND A BOOK TO READ FOR PLEASURE. UNFORTRUNATELY, THERE IS NOT REALLY ENOUGH TIME TO DO THAT (MUCH TO MY CHAGRIN)

03-1-00071
I WOULD LIKE TO COMMEND THE MAGNIFICENT SERVICE THAT THE LIBRARY STAFF OF FISKE KIMBALL LIBRARY PROVIDES. THE STAFF IS FIRST-RATE, AND HAVE MADE EVEN EXTREME EFFORTS TO CONDUCT SEARCHES, OFFER ADVICE, AND TO BE OF SERVICE IN OTHER WAYS. I SIMPLY COULD NOT FUNCTION AS A TEACHER OR A RESEARCH SCHOLAR WITHOUT THEIR HELP. MY GRATITUDE PARTICULARLY TO MARY DUNNIGAN FOR HER HELP AND FOR PROVIDING THE KIND OF ATMOSPHERE THAT PROMOTES SERVICE FROM THE REST OF HER STAFF IS BEYOND COMMENTING ON. I HOPE THAT THE LIBRARY ADMINISTRATION APPRECIATES HER EVEN HALF AS MUCH AS I DO. SHE IS A RARE JEWEL.

03-1-00159
BROADER USE OF TECH BROCHURES ISSUED BY MANUF. & MATERIALS SUPPLIERS FOR ARCHITECTS/ENGINEERS.

03-1-00218
THE CENTRAL LIBRARY ADMINISTRATION HAS NO CONCEPT OF THE VALUE AND USE OF VISUAL MATERIALS.

03-1-00259
I AM THREATENED BY YOUR REFERENCE TO "COMPUTER SEARCH". IT SOUNDS MOST USEFUL, BUT I HAVE HEARD NOTHING ABOUT IT HERE, AND FEAR I WILL BE LEFT IN THE DUST. WHAT CAPABILITY DO WE HAVE, & HOW RELIABLE IS IT? DOES IT COVER FISKE-KIMBALL?

04-3-00425
ADMITTEDLY MY EXPERIENCE W/THE CAPABILITIES OF UVA UNDERGRADS IN LIBRARY RESEARCH IS RATHER LIMITED BUT ON THE RARE OCCASSION WHEN I END UP SENDING A STUDENT TO THE LIBRARY ON A SLPECIFIC MISSION I CAN NEVER BE SURE OF THE EVENTUAL RESULT. I CONCLUDE THAT EXPERIENCE WITH LIBRARY RESEARCH IS HIGHLY VARIABLE IN OUR UNDERGRADUATE COMMUNITY AND, IF MY LIMITED DATA ARE SIGNIFICANT, GENERALLY LESS THAN MIGHT BE REASONABLY DESIRED. MY GENERAL IMPRESSION, THEN, IS THAT REMEDIAL ACTION IS FREQUENTLY NECESSARY, AND THIS IS THE BASIS FOR MY RESPONSE ON QUESTION #15: IF A STUDENT DOESN'T KNOW HOW TO USE LIBRARY RESOURCES OR EVEN WHAT THEY ARE, LIBRARY TOURS ARE OF VERY LIMITED USE, AS ARE PRINTED GUIDES AND GENERAL BIBLIOGRAPHIC COLLOQUIA OFFERED IN INDIVIDUAL DEPARTMENTS. FROM MY OWN EXPERIENCE I CAN SAY WITH CONFIDENCE THAT THE BEST WAS TO TEACH RESEARCH TECHNIQUES IN A HURRY IS THROUGH A COMBINATION OF GENERAL INSTRUCTION IN THE USE OF THE

LIBRARY (BEST OFFERED IN THE CLASSROOM BY A LIBRARIAN) AND A SPECIFIC ASSIGNMENT FROM THE GIVEN FACULTY MEMBER TO WHICH THE RESEARCH TECHNIQUES BEING TAUGHT ARE SPECIFICALLY GERMANE. I PRESUME THAT SOMETHING LIKE THIS IS SUGGESTED BY THE RESPONSE ON #15 THAT I HAVE MARKED #1. ONCE A STUDENT HAS SOME IDEA OF WHAT ONE DOES IN A LIBRARY THEN THE OTHER OPTIONS BECOME MORE USEFUL. I GATHER IT WOULD BE INEFFICIENT FOR THE LIBRARY TO SEEK OUT THE SURVEY CLASSES FOR WHICH THIS COMBINATIN OF RESEARCH INSTRUCTION AND CLASSROOM ASSIGNMENT WOULD BE MOST APPROPRIATE BUT IF THE LIBRARY WOULD BE WILLING TO OFFER SUCH A SERVICE IT WOULD PROBABLY BE SUFFICIENT JUST TO MAKE ITS AVAILABILITY KNOWN TO THE GENERAL FACULTY SO THAT THOSE WHOSE CLASSED HERE IT CAN MAKE THE NECESSARY ARRANGEMENTS ON AN INDIVIDUAL BASIS.

03-1-00272

PERHAPS A MODEL SIMILAR TO THAT USED BY THE COMPUTER CENTER WOULD BE APPROPRIATE

1) GENERAL ORIENTATION (YOU MAY BE DOING THIS WELL)
2) EXPLICIT PRINTED DOCUMENTS (YOU DO THIS WELL)
3) SPECIAL SHORT COURSES EACH SEMESTER ON SPECIFIC SERVICES (ABOUT 1-1 1/2 HOURS EACH)
   1. PUBLIC DOC
   2. ARCHIVES
   3. PERIODICALS
   4. COMPUTER SEARCHES
   5. TECHNICAL REPORTS
   6. EXCHANGE OR INTERLIBRARY LOANS ETC.
   7. SCI-TECH

4) SOME OF THESE MIGHT EVEN BE VIDEO TAPED FOR THOSE WHO MISS PERSON-GROUP SESSION BUT STILL NEED ORIENTATION. HOWEVER, I WOULDN'T REPLACE THE SEMESTER SESSION WITH VIDEO.

03-1-00374

EASIER ACCESS TO VISUAL AIDS AS SLIDES.

03-1-00427

FILM, TAPES AND OTHER NON-BOOK MEDIA INCREASE IN IMPORTANCE BUT I AM NOT AWARE OF ANY SIGNIFICANT RESOURCE AT U.VA. I WOULD LIKE TO BE ABLE TO SUGGEST SOME PURCHASES.

03-1-00474

YOUR INTEREST IS APPRECIATED. ANYTHING TO ENCOURAGE PRODUCTIVE USE IS MOST WELCOME.

THE FINE ARTS LIBRARY SEEMS TO WORK VERY WELL--AND HAS A MOST HELPFUL -REAL WONDERFUL STAFF, REAL GOLD!

03-1-00515

THE ART & ARCH. SLIDE COLLECTION IS ONE OF THE BEST IN THE COUNTRY; FUNDING FOR ONE OR TWO "FILING" PEOPLE IS NEEDED TO HELP BACKLOG.

THE SLIDE COLLECTION IS A TREMENDOUSLY IMPORTANT (POTENTIAL) TEACHING TOOL. SOME INSTRUCTION ON HOW TO USE IT (THE COLLECTION) WOULD BE BENEFICIAL.

04-1-00162

In my opinion the most that can be done is to ensure that the collections are kept comprehensive enough to provide the research materials needed for serious research. Just deepen and broaden the collection (I would say) and don't worry about whether or not students can use them--those who want to use them will learn how by themselves, as I did, those who don't want to, won't, period. Admirable as our strides have been, we have a way to go before reaching the point at which it will be possible for students to write papers without resorting repeatedly to Inter-Library Loan. In my humble opinion. acquiring more books and journals should be the library system's overriding concern. (I have no doubt that some would argue this point.)

04-1-00167

At present the cataloging of art books is being handled very poorly indeed and needs to be improved radically. Graduate research is impaired because books vital to research sit in Alderman for months, sometimes for years before being sent to F.A.

04-1-00440

Biggest complaint from students on all levels is not being able to find what they want. If a book is not on the shelf & not checked out it is extremely hard to find, and students give up easily or haven't the time to search.

04-3-00495*

The other choices (those not crossed out) in question 15 are almost as helpful as the three I listed. Nothing, though, beats "hands-on" work in a library with a librarian, either one-to-one or with a group.

Any reason why Fiske-Kimball couldn't be open later at night and during vacations?

04-3-00408

The Fine Art's Library need to have more copy machines.

06-1-00222

How about a periodic bulletin or new services and resources (could also summarize hours of operation, locations etc. for new users)

06-3-00174

We need a Better system for getting the books we need and use into our library.

06-3-00206

I teach a lab course which does not require library work. However I have taught courses in which limited library work is required. Under these circumstances I find my students at best will consult an encyclopedia, or a reference book which I placed on reserve. Rarely do students ever attenpt to find material from sources such as abstracts, or books not on the reserve shelf. In other words they usually take the easy way out. That is one of the other reasons who I don't in general require or suggest library research.

07-1-00251

In response to question 16, I would prefer a memo concerning

library services rather than a course. This could be handled by departmental library committees.

08-2-00182
A possible future improvement could be tgerminals for computer assisted instruction. This could allow in-depth assistanced independent of the specific librarian's expctise.

08-3-00113
They'll learn if they have the desired (sic) to or if they need to. No need to push on them too hard.

08-3-00497
When I was an undergraduate taking organic chemistry (at another university) we were given an assignment in which we needed to use Chem Abstracts and other chemistry research materials. The science librarian (who happened to be a former chemistry student) showed our class how to use these materials. This was extremely helpful. Do they have such services here at UVA?

08-3-00187
Ask when in doubt.

08-3-00128
I have taught Chem 141 and Chem 272 labs--any library work the students need to do can be done through the Chem Library.

09-1-00013
In a field as specialized & small as ours, we faculty eventually have to do our own library research instruction. But what might be helpful is to have one of the librarians prepare a sheet listing basic reference works & bibliographies as well as journals in the field of Classics.

09-1-00140
I'm not aware of a lot of barriers between students and the library; I think a lot of their trouble is that they wait till the last nimute, or won't even ask a librarian how to use the catalogue.
I hope you're surveying students, too!

10-1-00146
My students don't use Alderman since most of the materials pertinent to Commerce classes are in the McIntire or Darden libraries. Some students have complained that locating books in Alderman is very difficult since the new system still doesn't have all the books on line.

10-1-00200
A written guide oriented to the needs of Commerce School students would (sic.)

10-1-00210*
At the Commerce School we are fortunate to have, on site, a branch of the University Library, whose collection is tailored to our needs. Additionally, the librarian is very helpful to faculty & students. It is easier for our students to master/cope with the library under these conditions.

10-1-00367

I use "Marketing Information Sources in the University of Virginia Libraries" developed in 1975 by the Reference Dept with the assistance of Phil Cooper and Andy Ruppel. Has it been kept up to date? If not, I would like to see it updated.

10-3-00312

Need better attendance at info desk for individual questions rather than generic public dissemination of info.

11-1-00295

A Re location of the design books both costume & Scenes(?) into 1 (one) location--the fact that they are now spread between 3 different locations & no one seems to know exactly where certain books are (even though they are susposedly in their guce (?) library) make research for my student a(?) Impossibility! This really need to be seriously looked into!

12-1-00153
Expedite the accessions process for books.
12-1-00183
I savor orientation tours and q&a sessions for 1st year students and transferees conducted by library staff.
12-1-00201
I probably should make greater use of the library in my teaching but my classes usually are large (60-100 students, occasinally more) and this creates a bias on my part toward a variety of short-cuts.
12-1-00256
Use Alderman to store books and save Clemons for people.
12-1-00265
1. Economics materials are scattered to the 4 winds. I regularly must consult, and must send students to, Alderman, Sci-Tech, Grad Business, and Fine Arts(!) I know of no other research university library system that erects such obstacles to faculty & student research.
2. Library staff is invariably helpful and knowledgable when I consult them.
12-1-00282
Book reserve desk is much too slow.
12-1-00078
My students are particularly baffled by government documents which are not well cataloged. An orientation to gov't bis section would be helpful (or even a pamphlet describing it)
12-1-00316
My impression is that students don't really learn to use the library until they actually have some practice. Presentations on library resources are all too quickly forgotten. I'd therefore recommend the development of more comprehensive student instructions in printed form, so that students pushed into using the library by an assignment will abe able to find their way around.
12-1-00319
As noted previously, there should be a better system for placing personal xerox copies on reserve. If they got speeded up service (rather than the normal 4 weeks), more faculty members would do their own xerox work --thus speeding up the process for <u>everyone</u>. I'm not sure how to resolve the one copy problem, though.
12-3-00194
Faculty should be directly encouraged to give some classroom time to reviewing necessary library skills for an assignment, as an assignment is made.

13-1-00033
All grad students should be required to demonstrate competence in library use.

13-1-00076
I used to assume students had the necessary preparation by middle school. Most college students (90%) seem to know what to do. The few who don't seem to avoid help. I do think some orientation sharply focused in Sept with department faculty & librarians would be a good venture.

13-1-00097
The discrepancies in policies between the various libraries is sometimes a problem. Resources appropriate to our field are held in Educ. Library, Psych., Health Sciences, Sci/Tech, & Alderman. Time is sometimes lost in tracking resources down. Would also like to see improved Audoi-Visual Services (e.g., films and videotape library)--Health Sciences Lib. has a very good A-V program, but hardly any other A-V support is available to us.

13-1-00141
Library Committee should hold orientation to library system for all graduate students during first two weeks of school.

13-1-00212
I already have invited our Librarian, Betsy Anthony, to many of my graduate classes. The students were interested & learned a great deal. I like this approach (provided it is not over done). I want especially to commend our Librarian--she is most personable & professional.

13-1-00215
My students need to know about the various computer search resources available on grounds. They also need to know about the different libraries on grounds and what resources are available in each one.

13-1-00217
I have always found the librarians to be extremely helpful and cooperative.

13-1-00293
Ms. Anthony does an excellent "orientation and instruction" job for school of educ. students.

13-1-00354
Betsy Anthony, Head Librarian, Sch. of Ed., has given a "session" to my class on "Research in Higher Education" during which she discusses research sources and retrieval strategies for advanced graduate students. These have been well received and valuable for our students. Ms. Anthony is always willing to do these and she is knowledgeable and very helpful.

13-2-00004
I believe this form will assist in further upgrading library services.

13-3-00216

Enforce the "Ed. Students Only" policy in the Ruffner Library, esp. during exam weeks. The men apparently enjoy the high concentration of women and: (a) distract others with their socializing (and usually ignore polite requests for quiet); and, (b) deprive legitimate users of limited seating.

13-3-00280

Students need to be made aware of the services provided by all the libraries on campus. Most students are unaware of the resource material available in the graduate libraries.

13-3-00310

I have used Alderman off and on since I was a high school senior (1965) and have always enjoyed my experiences in the library. I'm glad to see this emphasis on the library's part to develop a systematic instructional process to make UVa students better library users. These skills should prove to be most useful to them during their student days.

14H-1-00028

Librarians are consistently praised by students and faculty. I can single out librarians in the Sci-Tech Center (who have produced considerable material for us) and librarians in the periodicals room, but I generally personally find very helpful staff wherever I go in the system.

14-1-00044

Most engineering students seem to get their privary library-use information thorugh courses given by the Humanities Division of the School of Engineering and Applied Science (H101, H401, H402).

14-1-00061

Security is a problem. Many books are missing--especially mathematical table, textbooks used in UVA courses, popular books.

Solutions Manuals <u>should</u> <u>not</u> be available freely--they should be on reserve permanently.

14-1-00118

Need to know about computerized literature searches. How about a one-time night session ot introduce this topic to the professional community?

14*-1-00121

Our library use, and need for instruction, is a bit unusual, as most library needs of students (<u>and</u> faculty) are split between Engineering Library and Health Sciences Library (with some research use of Sci/Tech, Physics, and departmental colletions like Physiology's.

Thanks for the opportunity to communicate!

14H-1-00180

Because many of my students need materials that are distributed among several libraries (Alderman, Sci-Tech, Engineering, Chemistry, Medicine & Graduate Business) it would be quite useful to have descriptions of collections in these and the other major libraries in a current and readily available form. Such a guide should include some notice of the type of service available at each library and the location of catalogs (computerized, etc.) that show holdings of each library.

14-1-00292
Data manuals for integrated circuits would be useful.

14-1-00333
Many students have expressed interest in having later and/or extended (especially Saturday night) library hours.

14-1-00395
I hope the library hours can be extended to promote students studying in the undergraduate Readers Library, particularly on weekends.

14-1-00435
But, on-line searches & catalog "look-up" should be available in each faculty office through a computer system!

14-1-00511
Need more funding to build up-to-date collections in fields of interest as well as in more esoteric peripheral areas.

14-1-00518
Give Mary McMartin lots of encouragement to continue her fine work on 1st year orientation to the library. She is excellent.

14-1-00525
(1) Does the library (in particular the Engineering Library) plan to make available of the standard, short, complete software for instructional purposes? Maybe this is being or has been done & I am not aware of.
(2) Same as (1) but for short movies (16mm)

14-3-00039
I have been very frustrated looking for specific books & [illegible] and discovering tha the names have changed or the fili[illegible] changed.

14-3-00402
I often hear complaints about the unavailability of engineering books. Much of this is due to the fact that graduate students are allowed to keep an unlimited number of books for an entire year. I'm a graduate student, and appreciate the privelege, but feel that is is a detriment to the school as a whole. A satisfactory modification would be a limit on the number of books allowed out for an entire semester. The others could be let out on the regular basis.
I understand that this is a problem in many or possible all departments, and the result is a poor reflection upon the library facilities.
Thank you.

15-1-00068
You have an excellent reference staff; let them do what they do best: answer specific questions by students & faculty. I think the library tour is a great bore for the students & of almost no help, but the staff are immensely helpful when you ask them a question--Because then they know more precisely what is needed when it it needed.

15-1-00151
The library staff does an excellent job--still providing inidvidual, personalized, amiable, cooperative, service in what is now a large university. This questionnaire itself suggest that the excellent support will continue.

15-1-00239
re: undergraduates--the orientation tours are a complete waste of time as far as I can tell. My students ridicule them, and--judging

from their library skills--don't benefit at all. I think a bibliography course in each dept required for majors (but open to everyone) would go a long way toward correcting the problem. Also, I think the library tours should take place the first week of school during orientation--perhaps a more general overview of Alderman. Could each R.A. take his or her suite on the tour? They could just hit the highlights: card catalogue, Reserve/Reference/Periodicals/-Browsing/Documents Rooms, 1st floor Copy & Photography Center, and--most inportant--how to find your way around the stacks.

15-1-00154

In question #15, the bibliography course would not (could not) apply to undergrads. And I think, for grad students, that a credit course by a librarian would be equally valuable, but no grad student in our department would take it because he wouldn't get appropriate (i.e. department faculty--rec.) credit for it. I shall steer my students toward the librarians when I can, or consult with them myself, because for most students that's the most efficient way--consultation in relation to a research paper.*

*One other thing: the new library would be most helpful if very efficient procedures were set up to update/fill out the library's collection. In my field, I occasionally recommend a (semi) "basic book" to a student who then can't find it. If I could then fill out a card and send it through messenger mail to notify the library of the need, things would gradually improve.

15-2-00099 (w/Dean's office)

I would like to see in the Clemons Library a rather colorful, assertive, permanent display of faculty publications--mainly books, as they appear, but also offprints, scientific papers, and monographs. From a dean's point of view there remains at UVa a lamentable gap between our docile undergraduates and our intellectually venturesome faculty. Undergraduates see their teachers only as teachers; they do not grasp the central role of scholarship, research, and criticism in the life and funding of the University. Student publications-- UJ, CD, Dec--by apparent policy (but perhaps oversight) do not deal with this real life of the University so the library ought to. The library ought to put such a display in Clemons, in a place so accessible (with chairs and couches) that students cannot miss it. Post dust jackets, extract quotes and display them in large type, host publication parties--do everything possible to promote scholarship, to tear down the faculty-student barrier, to make visible what mental activity really is.

I would also like to see us quiz our faculty from time to time on books and articles in their own fields that they strongly recommend to undergraduates. Enclosed is a little piece on the subject. (Charles Vandersee. "Harvard's Megaproblem and Everybody Else's." The Cresset. Sept 1978, pp.3-6)

15-2-00392

I have high hopes that most of the problem of undergraduate ignorance of the library will be solved by the undergrad library due to open soon. Students need a place to be with books in order to formulate the belief that they want and need books in their education. A shockingly high # of undergrads. I've spoken to have never returned to Alderman after their inital exposure to it in Freshman Comp.

15-3-00082

Most of the tours given by the reference room staff are

dreadful--both boring and cursory. The librarians are not amenable to suggestion by faculty members, so the tours remain all but useless. It would help if the tours could go into more detail, and, if possible, allow students to examine some of the reference materials handed out.

15-3-00085

My ENWR 101 students have great difficulty grasping the rationale behind documentation. They feel the need to write footnotes for well-known facts & dates, or don't know where to draw the line between items that must be footnoted & items that need not. I cover this in class, of course, & in individual conference, but nothing seems to help. Perhaps a handout: something more detailed than the few examples their "Library Assignment" sheet gives them, but less intimidating than the MLA Style Sheet. I do suspect, though, that the problem is simply their youth--at 18, they can't tell common knowledge from ideas & opinions. It's all new to them.

You're welcome!

15-3-00129

The problem w/ orientation tours& classroom introduction to how to use the library is only thatsuch knowledgeis never retained long. That is why I marked "student working alone" as 3 in question 15. After a general introduction the best way, the only way, to be comfortable w/ the library's many services is to use them frequently. The best procedure seems to be a general introduction followed periodic by assignments designed to test the student's ability to use the library effectively. The difficult w/ this is that such assignments are frequently tedious for student & instructor alike.

Still, it seems the best way, by far. (Students should be required to complete some such assignment at least once a semester--I mean to include grad. students as well as undergrads.)

I apologize for my handwriting.

15-3-00191

ENWR 101 library tour is helpful and should be continued.

15-3-00269

Linda Lester is wonderful. Clone her!

15-3-00287

Some of the library tours my classes have been on have been most useful, but one tour (this semester) was a waste of time. The tour guide spent too much time on trivial concerns (as the meaning of every code letter in the card catalog system) and not enough time telling the students how to seek out information. I would suggest the tour be arranged in such a way that the guide takes the students through the process they will use in researching one topic from the ENWR 101 library assignment.

15-3-00324

Linda Lester gives the best library tours. Several of the other people are so obviously bored with the whole procedure that their boredom--and not the information--is what gets conveyed to the students. I took my students to the Manuscripts & Rare Book Books Rooms and they got really excited just to be able to see a real manuscript; I suggest those rooms be made standard parts of the tour.

15-3-00415

I would like to see the new Clemons annex include a twenty-four-hour reading room and a few "dial-access" video sets. Other university libraries have encorporated these modern innovations with great success. They can be used for language study, music appreciation, and even course supplementation. Cultural and scientific series such as "The Ascent of Man" and "Nova" could be placed on video retrival, thereby allowing the student to review large amounts of background or suplementary material for a literature or history course. The student is freed from reading large amounts of background material. He, thus, can concentrate his reading time on the subject matter of the course. Ideally, first-year students should have an adequate and uniform background, but they don't. A teacher could use dial-access tapes to fill in gaps in their students' general fund of knowledge. It seems a shame to spend half of a semester on material that the students should have mastered in high school.

15-3-00524

Students in my ENWR 101 classes have told me how helpful the library tour is for orienting them to the library's layout and facilities. But even after the tour and my own introduction to the use of material, many students want to use the encyclopedia as their highest source! Perhaps further discussion of where and how to look for specific information--reliable facts and informed opinions-- would be a useful part of a librarian's classroom presentation.

16-1-00401
Thanks to the helpful and always friendly librarians!
(comment in q.15 says: "The use of a library system is technical knowledge (similar to the use of a computer). Given all the possibilities, which are much more than the student's need, he has to find his own way. Of course, with help of faculty and librarians.)

16-1-00541
Real need for cheap or free computer biblio searches.

16-1-00552
Put card file on computer tape for computer search.
Terminals for search of information files at sources anyplace in U.S. including NTIS etc.
Please send results of this questionaire to Chairman EVSC.

16-3-00123
Courses & sessions are limited in value because the things most people don't already know involve specific reference tools; e.g., Science Citation Index, Abstracts (Chem, Geo etc). There are many (e.g., these two above) that are oriented strongly enough that no one would want to sit through a description of them all.
Printed descriptions appropriately subdivided would be best--such that a person could then ask about an approach to researching something using tools he/she wasn't familiar with.

16-3-00226
It is important that students know what is available to them, by whatever means.

16-4-00381 (Non-student, research assistant, part time teaching)
I have found the interlibrary loan service to be very useful. Many people are unaware of this service. Advertisement of its availability may be helpful for new students, both undergrad and graduate, at the University.

16-4-00483
Use of Sci-Tech/Envi-Sci would be greatly simplified if the journals were shelved alphabetically in Sci-Tech as they are in Envi-Sci. Separation of environmental science books between the two collections is a frustration for users as well as staff. (I include the latter because they seem to feel that many Envi-Sci books should be in Sci-Tech, & vice-versa, despite the labels on the bindings). The environmental science collection should be consolidated into the Envi-Sci library.
Such uniformity would be a great aid in promoting easy use of the library. I consider myself adept with library resources having used many & having received formal and informal instruction on them. Sci-Tech/Envi-Sci is the most difficult I've ever used.

17-3-00385
If it could be financially possible to have someone who knew something (a Professional librarian) at the information desk--preferably also in the evening.

18-1-00328
I am very grateful for & appreciative of services provided. -- Splendid idea.

19-1-00142

Inter-library Loan privileges should, on a faculty member's recommendation, be available to undergraduates as well as graduate students. This service can be quite important for serious undergraduates doing work in areas where the University Library system may have limited materials or holdings.

Also, a comprehensive serials or periodical holdings listing covering all branch libraries as well as the main library should be compiled and made available for general referencee use.

19-1-00101

I have always found the staff, especially in Public Documents, exceptionally helpful.

19-1-00373

I have had a great deal of trouble with the Reserve Book Room this year. Books that I ordered to be bought 4 months ago have still not arrived, so the students cannot read them. Books checked out still have not been put on reserve, even though I turned in my list a month ago. It seems to take an unreasonably long time for the Recall Clerk to get a book back and put it on Reserve.

When the Reserve Room sends a book order to Acquisitions, they forget about it. Apparently they have no system for checking with Acquisitions a month later, 2 months later, or even 4 months later to see why a book has not come it.

It seems to me that recalling a book for Reserve takes much too long. When a book is recalled, but the student fails to return it, he is fined only 50 cents a day, which is nothing to most of our affluent students these days. He pays only 50 cents, when he may be denying 100 other students the right to read that book.

19-1-00456

Services are excellent--it is up to professors to make sure students use them.

19-1-00460

Probably the most beneficial means of improving graduate students' use of the library is maximum encouragement to consult with the library's staff--especially that of the reference room. R.J. Morgan.

19-2-00090

Your people are friendly & helpful--

19-2-00133

(1) The arrangement of books is puzzling

(2) Holdings in my area of interest (Near East) are unsatisfactory.

(3) There seems to be no way to retrieve books once checked out. It is very frustrating and I have given up.

19-2-00458

All my comments are based on 3d & 4th year and graduate students. 1st & 2nd year students.obviously will need more instruction & assistance in use of library.

19-3-00195

Neither undergraduate nor graduate students are fully aware of the full range of bibliographic materials available for use in Alderman Library. In each major area of study, the Library should have prepared a guide to major bibliographic materials, as well as a list of those most

helpful texts on research methods and some material which are to be found in Alderman's collections. Currently these are available in limited fl.

In addition, the Library staff, working with a competent and interested department member, should offer a non-credit short course or a couple of serious sessions in each department each term on research materials and methods.

It is my belief that graduate students could benefit every bit as much from this experience as undergraduates.

19-3-00429
Ask the Reserve Room staff to be a bit quieter.

19-3-00434
Could computer facilities, i.e., terminals, be made available to do something like "scorpio" on a local basis? A data base of library materials, held by UVA's computer center could be a godsend for researchers.

19-3-00506
(1) A copying service in the library, in which students can leave & then pick-up materials to be copied, would be wonderful. Wd save much time & many lines at Xerox machines--and wd save the borrowing/lifting of materials needed by other students.

(2) A short--non-credit--library use course for undergrads (& grads!)

(3) the people in Gov't Documents section are always especially wondeful--hire more like them throughout the entire library system.

19-4-00450 (University Professor)
Good constructive questionnaire!

20-1-00072
See comment on end of question 11 that was not numbered & could not be picked up

(No comment w/ question 11, but under "Other" in question 15 is written: "One learns by doing it, with consultation as guide, basically.")

20-1-00077
I would like to know more about the computer search process and other retrieval systems.

I have always found the staff to be unstinting in its service to my students, especially the undergraduates, prividing the students are serious in their inquiries.

20-1-00092
I have found it helpful (at other institutions) for students & faculty alike to have access to <u>open</u> reserve book stack for most items on reserve with <u>closed</u> reserve materials (as we havee here) limited to prof's personal copies of books, manuscripts, etc. Of course the open reserve materials are also subject to 2 hour or other limited use.

20-1-00157
The greatest problem is not instruction or servicees, bu the size of the collection. The university needs to obtain more funds--to exploit private sources more than it has in the past--to expand library holdings. The current policies on serials acquisitions and large purchases are unacceptable, and will hinder the university in its quest for excellence.

20-1-00330
The library staff, especially those in reserve and reference, are very

friendly and helpful--and that is, by far, the most important thing of all.

20-1-00466
Faculty probably need to be informed more systematically of changing technology and new resources of a general nature. Also library policies.
Otherwise, it is their job to keep abreast of specialized materials in their own field. Individuals either do it or they don't. Librarians are unlikely to convert those who do not. There is plenty of interest on the librarianship side to keep library staff occupied, I would think. Content is for faculty.

20-1-00492
(1) Obviously more reading space is required--not so much carrels as open tables or desks.
(2) It would be helpful if the Reserve Room had an overnight category. 2 hours is often not adequate access and 2 day removes books too long. Many schools have a system whereby books can be checked out overnight after 9:00PM or so and then returned by 9:00AM with stiff penalties for tardiness.
(3) It might be nice to have several xerox machines placed in the stacks.

20-3-00148
see question 15--DAC. (under "Other" in question 15 is written: "I think students learn best when they have a problem to solve . Generalized instruction is helpful, but only practical experience really teaches best.

20-4-00303 (Graduate Instructor--Part-time faculty--In past have been TA)
Peter Farrell, reference librarian, presented an introduction to the reference room to my Major's History Seminar at the beginning of the semester. He had obviously worked very hard on the presentation and he should be commended for his efforts. All of my students have remarked how valuable the library session was, and they particularly appreciate it now that they are busy researching for their seminar papers.

21-1-00278
I am afraid that like most of my colleagues, I have not thought seriously about these problems. For this reason, I hesitate to offer serious advice beyond my general attitude that it is primarily the responsibility of students and faculty to develop library skills. I react negatively to thoughts of spending much money for instruction in library usage that could be spent on enhancing our library collection. (Signed) Loren D. Pitt, Chairman, Professor of Mathematics.

21-3-00143
Undergraduate mathematics requires very little use (if any) of library. These answers should be interpreted in this light & maybe even ignore them (or at least subtract all math surveys & tabulate them separately)

21-3-00197
Our mathematics librarian is great--she can always answer any questions I have.

22-1-00298
I find our library services outstanding both in available resources, and in willingness and ability to acquire new materials needed.

22-1-00467

We have an excellant music librarian and fine staff.

22-4-00501 (Chairman of Department--1 or 2 courses/semester)
The Music faculty requires all majors to take Music 311, Music Bibliography, taught by Music Librarian, Evan Bonds. The Music Department faculty feels strongly that instruction in this subject is essential to the program.

23-3-00242
The skills needed by a philosophy student to use the library are so elementary that improvement in knowledge of how the library works probably would not be too productive. What I mainly fear is that my students, who are primarily 1st & 2nd year, are simply intimidated by the Alderman & are thus reluctant to use it. What I would see as being most helpful are efforts to make students more familiar and comfortable using the library. This is why in question #15 I have stressed those things which I believe will teach basic library skill & then encourage students to go to the library often. (In question 15, 1=Individual student consultation with librarian or faculty member, 2=Printed guides..., and 3=Orientation tours.)

25-3-00008
I would be interested in more public availibility of computerized Boolean searches for published literature.

25-3-00419
An undergraduate library is primarily for the social sciences and humanities. Very rarely will a physical science or mathematics course have assigned readings not from the text. If outside readings are required they are usually of a more technical nature and should be housed in their appropriate libraries which are better equipped to provide extensive background information.
As far as undergraduate papers are concerned, only the majors are required to extensive library work, in which case, only good abstracts and a wonderful librarian will save them.

26-1-00177
I find the fact that psychology and psychiatry journals are distributed in different libraries in different campus locations very frustrating for myself and for my students. Also, the space and budget allocated to the fine staff of the psychology/biologgy library is woefully inadequate. Particular problems arise when a book can only be bought by one library and I need it for course reserve in another library. Must I make my students trudge to the med school to do their readings? (Signed) Robert Emery.

26-1-00288
I think effort must be made to expand and explain computerized library services & make them more available to students. I am an Advisory Editor to Psychological Abstracts and the computer wave is the wave of the present This requires careful instruction but it will help students a great deal.

26-1-00455
I have been quite impressed with the library-use skills of graduate students at U.Va., but appalled by the general lack of such skills among undergradutates. Certainly, undergraduates' lack of familiarity with library resources is not entirely the fault of U.Va. librarians, but I do think that some steps could be taken here at U.Va. to ameliorate the problems. One suggestion would be a series of pamphlets on "How to

research a topic in..." (e.g., psychology, economics, history, literature, etc), which might enumerate some of the principal reference works, indexes, journals, etc. in the area, and suggest a plan of usage (or plans) for these materials. Such pamphlets could be distributed by the library and by faculty in courses which require such research papers. They might help students overcome their initial bewilderment, and their feelings of "not knowing where to start" on library research assignments. I think pamphlets of this kind should include at least one or two specific, detailed examples of "how to do it"; they might be modeled after the "user manuals" that accompany computer software. Although such a project would require a considerable initial investment of time, it would have many advantages: the pamphlets would be continuously available; their availability might reduce needless calls on librarian time; students could take them home to study at their leisure; it would save faculty time; it would serve an important teaching function. Also, after the initial pamphlets had been issued, only a minimum of effort would be required to keep them up to date.

26-1-00448

I think the idea of this questionnaire is sound and the attempt to assertain the information is laudable. However this particular questionnaire has serious flaws that will make the extraction of information most difficult.

I am particularly concerned about the implications of "average", or of assuming if I use the library in one course I do not have problems using it in other courses.

Finally, I find the general attitude of the people who work at Alderman, Sci-Tech & Psychobiology library very pleasant, helpful & knowledgeable.-- (signed) Phillip J. Best.

26-1-00499

The biggest problem I have is with undergraduates and it involves the inablity of Sci-Tech to get volumes from other libraries on the campus, their failure to tell me whether they have or have not obtained the volumes, their failure to tell me when there are losses from material I have furnished, and the general chaos and disorganization I find in their operation. This is a far more difficult problem for me than any mentioned on the questionnaire.

26-3-00108

I don't think that most people are currently aware of those services available through our library--especially graduate students. This particular population enters VVA expected to be familiar with the use/workings of a library and yet are not informed of the unique and special benefits that the school offers. Some type of orientation, even if only a printed brochure, would be <u>extremely</u> helpful in describing why <u>and</u> how the library system is designed the way it is.

26-3-00119

Our small library fine--librarians couldn't be nicer or more helpful. On the whole they seem much more efficient than (a) Alderman, where it can take one up to an hour to get a book. Inter-library searches, loans etc. <u>very</u> helpful. All in all I like the system & the wide range of resouces <u>very</u> well--would just like: (1) speedier way of getting books at Alderman, (2) More duplicate copies of books in our small library--when good ones are on reserve they are of interest to many but cannot be checked out for the whole semester since on reserve.

26-3-00120

Expand Psychobiology library space and resources.

26-3-00158
Need specialized orientation for each discipline's particular research tools and strategies.

26-4-00241 (lab instructor-graduate student)
Re: question 16--Printed material on new resources and services would seem to be more beneficial than obtaining this information from an aural presentation.

27-1-00202
The problem is immense: many students I know are overwhelmed by the size and complexity of the library. The task of orienting a student needs, I think, to be broken down into manageable chunks. Space is also a problem. Hopefully when Clemons opens more students will be able to study in the library. Once there, it will not seem such an alien place.

27-1-00334
Earnest and vigorous attempts should be made to catalogue the PL 480 materials from South Asia and make them available for use in the stacks.

27-1-00405
I am extremely pleased. I have a bibliographer in my field at the library, and this is a great help.
However, certain collections need to be built up in other areas, e.g., Jewish studies.
There is a desperate need for graduate student study space, which I hope will improve when Clemons is open.

29-1-00002
(1) I had a course greatly over-enrolled this spring. Only 60 books were ordered, 120 students are presently in the course. Alderman reserve room would not or could not put on reserve two copies of the textbook which I would have provided for over two weeks. By that time, the additional books would have arrived at the Bookstores. Service needs to be much faster in such a situation.
(2) In the Social Sciences, especially, the library system seems to have only 1 copy of a book which is shared by all libraries - Law - Alderman - Commerce, etc. Perhaps more books of the same title could be obtained.
(3) How about a courier service for the branch libraries to Main Campus?

29-1-00040
Need to move the University (& students) into computerized info retrieval--liberature searches, subject index, catalogs, journal contents etc. through heavy use of CRT terminals.

29-1-00439
Previous comments* are self-explanatory. I am appalled by the gross ignorance of the students as to how to use the library to search out material in a given area. I deliberately do not put materials on reserve so that they are forced to use the library resources for searching materials. Most are totally unaware of bibliographic or literature search aids other than by topical area in the card catalogue; this kind of learning appears left to osmosis and it is not enough.
That most can't think is obvious--that they can't write is common knowledge, but at least teach them how to find out what others have thought and wrote!

*In q.7: "This should be done by English Dept. in the first year! Or by library." In q. 14: "Not appropriate--should be knowledgeable about use of library well before grad. school." In q.15: "Either taught by English dept. in first year, or a one credit course (taught by librarian)--required of all students in first year or after transfer to U.Va. from elsewhere. Education requires knowledge of use of library and its resources."

29-1-00493

Well-designed questionnaire.

I suggest free, well-publicized, evening "short courses" on social science reference tools such as SSCI, Soc. Sci. Index, Diss Abstracts, and Soc Abstracts, similar in format to short courses offered by the Computing Center. I would require my students to attend. 1 session with slides & handouts should be adequate.

30-1-00136

I am teaching a beginning level Spanish course. My students have no occasion at their present level of knowledge of the language, to use library materials. I, therefore, cannot complete this questionnaire. (Signed) Luise Phillips, Spanish Department.

30-1-00321

It seems to me that one must experience a need before attempting to utilize the library facilities.

30-1-00445

An orientation of Spanish materials and sources, bibliographies, encyclopedias, etc. would be useful. We could require it of all students in certain courses (beginnng undergrad lit and beginning grad students, for example)

30-1-00449

A two-credit course in the "Use of Library Resources" should be permanently offered by a faculty-librarian.

30-1-00487

(1) I think the library should do everything possible to make the works available--i.e., not hide titles under arbitrary entries (such as "Santander, Spain" for the Boletin de la Biblioteca Menendez y Pelayo)--why not list works under their titles?

(2) Give responses of "searches" that do not locate the books--that way we can order another copy.

30-3-00080

The people who work there are great.

30-3-00163

Where I was an undergrad (Ohio University, Athens) the library has lockers (about 1 ft. each) available primarily, but not only, to grad students. Extras are assigned on a first come, first served basis. There is a five dollar deopsit on the key and a one dollar fee per year (9 months) on the locker itself. I think such a system would be an excellent addition to the Clemons Library. Students could easily leave half their books (must be checked out) and personal belongings in a secure place without having to bag them home every night. The lockers were spread out over the library and only took up about 2 shelves per floor.

If you'd like any more information on this feel free to contact me at the Spanish Department. Sincerely, David M. Berry.

30-3-00240

little but feelings--can compare to BU & Smith; of both--expansive areas are present--what Alderman seems to lack, exactly what Clemons, I s'pose, will somewhat provide. Everything feels sould, however, and theintel. atmosph. prevails in spite of the bus station graffiti. Myself, am guilty of having shirked Lib. tours; since the tour would be symbolic of teaching people how to "conceptualize", refer, cross--etc,... but I believe the sheer volume, or something, of what is implied, if someone has to go burrowing off, causes some to stay away from tours. They should be mandatory--or something like them should be.

Why do so few people know about or use cross-referencing journals?

30-3-00273

As a student, I have found librarians at Alderman extremely helpful. I trust my students have had the same experience, when they seek help. Thank you for your interest.

30-3-00444

It would be helpful, both for graduate and undergraduate students of Spanish, if a Spanish/English (and English/Spanish) dictionary were available outside of the Reference Room. Perhaps they could be checked out from the Reference Room for a few hours, for use only within the library. At times, it is more convenient to use dictionaries at a carrel (to translate sources in the stacks) or because the Reference Room is too crowded.

Also, faculty need to be more aware of the need for putting books on reserve. Perhaps some information on this could be sent out to them, as many (at least in our department) are "blissfully unaware" of the problems involved with reading required books & articles that have been checked out.

30-3-00446

More seating space is needed in the Library for students to be able to study with their resources. Hopefully the new library will alleviate this problem.

Also--why is it always so difficult to read a current magazine? They're never kept on the shelves until they're already obsolete & if you just want to skim something briefly, you practically have to sign your life away at the periodical desk. Just to read the magazine in the periodical room itself. Please make current publications more available to your students!

30-3-00451

Some sort of publicity campaign to make undergraduate students--especially 1st and 2nd year--aware of resources and value of library other than as a meeting place after classes.

31-1-00182

I find most students particularly unaware of the range of indices available in general & specific fields. A number of students rightly profess a working knowledge of the most basic library skills, but very few can avail themselves of the more specific research aids in the library. An orientation to indices in the Reference Room and elsewhere would be a most helpful sub-curricular program.

31-1-00211

There is a critical need for professional working room--carrels, accessibility of library offices etc. More people will react if there is a physical place for them to do so.

1-3-00428

You are doing a marvelous job. I believe it is upto the students & teachers to reach out for your help--you are there and serve whenever asked. I use the library a great deal myself. The reason I don't require students (on most papers) to do research is that, in introductory courses, they should be responding directly, I believe. The secondary material & "critical evaluation" from professional sources can come later. The more advanced & ambitious undergraduates do, however, make frequent use of library materials, anyway. They want their own observations either confirmed or challenged, I find.

31-3-00477

Please decrease the sections reserved for smokers, so many of my students have complained that they don't like to use Alderman because there's so much smoke.

Also, if at all possible, don't allow any smoking in the Clemons Library. I know that is the policy of the law school library, which makes for a very nice, clean environment.

32-1-00250

--improve physical facilities

--air-condition the library--or else you'll lose millions in the near future.

--some of the faculty need raising of awareness of the library system at this U.

06-1-00253

The library should offer short, informal courses on how to use its facilities. These should be non-credit open to faculty as well as students. The Computer Center teaches programming this way.

My undergraduate students use a few reserved books but do not (except for a handfull of explorers) use the library extensively for astronomy course work. (Signed) S.J. Goldstein, Astronomy.

Selected Resources

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Hardesty, Larry L. "The Development of a Set of Scales to Measure the Attitudes of Classroom Instructors Toward the Undergraduate Educational Role of the Academic Library." (Ph.D. dissertation, Indiana University, 1982.)

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Dreifuss, Richard. "Library Instruction and Graduate Students: More Work for George." RQ 21 (Winter 1981) 121-23.

University of South Carolina
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"Library Service Enhancement Program, Faculty Survey." 1976. Ilene Nelson, Council on Library Resources-Library Service Enhancement Program Project Librarian.

University of Texas at Austin
"Survey of Faculty Opinion Regarding the Importance of Student Library Skills." In A Comprehensive Program of User Education for the General Libraries. The University of Texas at Austin. Austin, Texas: The University of Texas at Austin, the General Libraries, 1977.

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